

10th January 2026

Dear Parents/Carers,

I am writing to you to provide additional updates in relation to our Personal Development curriculum at Workington Academy. From September 2026 new legislation on Relationships and Sex Education will be introduced and we are embedding this into our curriculum now to ensure that we are fully preparing our students for life beyond the Academy. Below I have outlined the rationale for what is delivered when and why and outline what is covered within our curriculum. If you have any questions or queries, please contact me directly at kkinrade@workingtonacademy.org.

Our curriculum has been designed using the DFE's statutory guidance under sections 34 and 35 of the Children and Social Work Act 2017 where it was made a statutory requirement for all Secondary Schools to offer all children Relationships and Sex education. It is also mandatory to teach health education. We meet the National Curriculum requirements to teach science, including elements of sex education in the science curriculum. We are required to have regard to guidance from the Secretary of State, outlined in section 403 of the Education Act 1996, other relevant legislation such as the Equalities Act 2010 and the protected characteristics described therein and the Public Sector Equalities duty. Online safety is delivered in Computing.

The rationale for the curriculum

Personal development is taught alongside RPE and as such has been designed to allow links to areas that are taught in RPE to continue recall and retention. Personal development is broken down into three key sections: relationships and sex education, living in the wider world and health and well-being. The intent behind the curriculum is to ensure that students have clear knowledge about world issues, how to keep themselves safe, how to access help and support when they require it and on reaching the age of maturity. The curriculum is designed to be age appropriate and deal with areas that they are currently dealing with or may deal with in the near future. The curriculum has clear sections that interlink as they progress through KS3 into KS4, which in places adds a layer of additional knowledge and understanding to what they had learnt in the previous year/s but was not required or age appropriate at that moment. This allows students to recognise how life changes and progresses as they mature and become young adults, this also allows the students to be prepared for what they will face in the future. There is a key focus on students being able to recognise what is acceptable and safe in a relationship and the interactions that they have on their peers, students will be able to recognise what is a healthy and safe relationship with key foci on consent, sexting, attitudes in relationship, abuse of power and where/how to get support. Alongside this, there is a key focus on the development of the students, so they are prepared for what the future holds and how to be a well-rounded individual in terms of understanding of different cultures, but also the

groups that face discrimination, who recognise the impacts that this has on individuals and how to recognise indicators of extremist behaviour and tackle these where possible.

In addition to developing the personal, social and cultural development of the students, it also aims to provide students the life skills that they will need, but also develop the skills that they will develop elsewhere in the school. For example, analysis, evaluative, debating, research, public speaking and communication etc. In all area's students will consider different viewpoints, backgrounds, cultural differences etc. to ensure that they have a well-rounded understanding of issues they may face in the future. The aim of the curriculum is to ensure that all our students are ready for the future in all aspects of their lives.

The outline of the curriculum for all year groups

Year 7

- Managing change
- The physical and emotional changes of puberty
- Personal hygiene
- Prejudice and discrimination. Radicalisation and extremism. The importance of equality and the Equality Act of 2010.
- Early relationships including friends, peer pressure, family and managing break-ups.

Year 8

- Introduction to romantic relationships, consent, the dangers and law regarding sharing sexually explicit images, the impact of social media and pornography on relationships.
- Managing bereavement
- Self-esteem, body image, health and wellbeing, challenging stereotypes, smoking and vaping, FGM.
- Aspirations for the future, setting goals, and the world of work.

Year 9

- Healthy and unhealthy romantic relationships, contraception, sexually transmitted infections, Child Sexual Exploitation.
- Money, debt, and gambling.
- Alcohol and drugs.
- Knife crime, and youth law.

Year 10

- The world of work, different types of industry, views on occupations, employment rights, unemployment, applying for work experience and writing CVs.
- Self-esteem, body image, eating disorders, mental health and body modification.
- Risk taking behaviour, smoking/vaping, and drugs.
- Relationships including marriage, domestic violence, honour-based violence and equality.
- Human rights and social justice.

Year 11

- Post-16 options, volunteering, interviews and fake news.
- Consent, sexual violence, STIs, self-examination, IVF treatment, and parenthood.
- Finance, money and spending.
- Crime, the aim of punishment, causes of crime, capital punishment and forgiveness.

If you feel that anything is missing from the curriculum, or you require any clarity on anything that we cover please do not hesitate to contact me. It is also your right to request a sample of resources if you wish.

Yours sincerely,

Katie Kinrade

Assistant Head Teacher

On behalf of Mrs J Cawood (Maternity Leave)

A handwritten signature in dark ink, appearing to read 'J. Cawood', with a stylized flourish at the end.

Mrs J Cawood

Curriculum Leader of RPE and PD

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